

Elementary Principal/Counselor Annual Agreement

The intent behind the Principal/Counselor agreement is to encourage conversation between the principal and counselor, to establish an agreed-upon role of the school counselor, the importance of a systemic school counseling program, and how the school counseling program supports the overall goals of the school. If the counselor delivers services to more than one school, it is recommended that this template is reviewed with the administrator at each building.

School:		Academic Year:			
Principal Name					
	_		caseload and the specific resp	oonsibilitie:	
School Counselor	Student / Counselor Ratio (per counselor)	elor Responsibilities List any specialized assignments school:		nments by	
	/				
Indicate all data so Alignment to Scho	ool Improvement Pla lor(s) are represented	o drive program ii an	mplementation (e.g., SOAR). ent of the School Improvem		
If no, has the school	ol counselor reviewed	the School Impro	ovement Plan goals? YES	NO	
School Counseling	Program Vision Stater	ment (this can ali	gn with the school's Vision):		
School Counseling	Program Mission Stat	ement (this can a	align with the school's Missic	on):	

ADA Compliance: 10/4/2022

School Counseling Program Goals

Indicate the top three gaps and student needs based on multiple data sources, including the Elementary Systemic Assessment. Create a SMART goal to address how to close the gap.

Top 3 Gaps and Goals		School Improvement Goal Alignment	
1			
2			
3			

Use of Time

The school counselor will spend approximately the following percentages of time in each component area to ensure the delivery of the school counseling program:

	Planned			Recomme	nded
Direct Services to Students	percent	Plan for College and Career Readiness Process	Student development in early awareness, exploration, knowledge, and skills lays the foundation for College and Career Readiness.	85 percent	
	percent	Collaborative Classroom Instruction	Provides developmental curriculum content in a systematic way to all students.		
	percent	Systemic Approach to Dropout Prevention with Social/Emotional Supports	Addresses the immediate concerns of students		
Indirect Services	 percent	Systemic Program Management	Includes planning and evaluating the school counseling program and school support activities	15 percent	
The school counseling team and administrator(s) have reviewed R277-464-3: Incorporation of School Counselor Services Document, including the appropriate and inappropriate activities. This aligns with the Utah College and Career Readiness School Counseling Program Model.				YES	NO

Systemic Program Management

Enter expected completion due date for each item:

Annually	Date of expected completion
School Counseling Program Calendar/Schedule	
Up-to-date School Counseling Website (e.g., Counselor Corner)	
Program at a Glance	
Data Project	
Data Project & Outcome Data Presentation (faculty & key stakeholders)	
Program Performance Self-Evaluation	

3 Year (Vole	Date of expected completion
Systemic (Needs) Assessment & Curriculum Delivery Survey	

Individual Professional School Counseling Performance Evaluation

School counselors are individually evaluated using the Utah Effective School Counselor Performance Standards Rubric, according to R277-530-7: Educational School Counselor Standards.

YES NO

If no, what evaluation tool will be used?

Professional Development

The school counselor will participate in the following professional development opportunities:

Professional Collaboration and Responsibilities

Choose all that apply.

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Cone/Feeder Alignment Meetings		
School Counseling Advisory Meetings		
School Community Council Meetings		
Other		

Budget Materials and Supplies Annual Budget: \$			
Materials and supplies needed:			
Signatures:			
Principal:	Date:		
Counselor:	Date:		